

AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. IX.

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No. 6;

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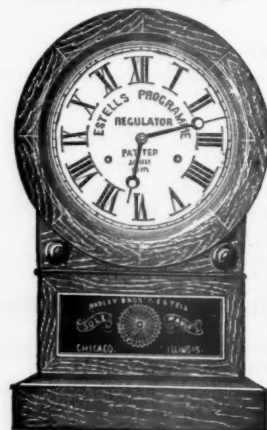
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THE school population of the United States is thirteen millions—nearly fourteen. Of this number eight millions are enrolled in schools, and only four and one-half millions are in average daily attendance. Through the State and general governments, public and private funds, provision is made for the education of a number of children three times as large as that actually in attendance. With two-thirds of our educational force and money wasted, who shall say that our system is a success?

TEACHING, like everything else, to be successful, must have an end in view, an object to attain. The schools in this State suffer more from careless teaching than from all the opposition that can be urged against them. Poor teachers make poor schools. It would be much better for the people and for the schools to expend more money in preparing teachers, and less in schools taught by those who wish to experiment in the school room.

ARE we ready to go to Philadelphia? The best educators in this country say that no one who has health, strength, and money enough to pay the moderate cost, can afford to miss so great an exhibition, so grand and so instructive as this Centennial Exposition, certainly, no teacher can afford to miss it.



J. B. MERWIN EDITOR.

ST. LOUIS, JUNE, 1876.

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WELL DONE. — The President of the Centennial Commission reported the buildings and grounds as far as the commission and board of finance were directly responsible, completely ready for the opening on the 10th of May. The exhibits from foreign countries are extensive beyond anticipation. It would of course be too much to expect that every exhibitor should have his space in perfect order at the opening, though the most strenuous efforts to that end were made; but the commission thinks that no previous exhibition was so far advanced at the same relative day. So the great event dawns auspiciously, and the expectancy that waits upon it is as wonderful as its own grandeur. The century closes, and the aloe flowers, Freedom and Civilization here together meet, and with their blending expression at this shrine of progress—

Unveiling all the triumphs won,
By art or toil, beneath the sun.

HON. JOHN H. GOODALE, Superintendent of Schools of Nashua, N. H., says in regard to the course of study arranged: "Objection is sometimes made to some of the branches prescribed, that they are not sufficiently practical; that they have no reference to the business of every-day life. We reply, that every study which requires mental exertion is a practical one. Besides, the school pursuits of our children should be fitted not only to increase their money-making power, but also to widen the range of their vision, and to multiply the sources of their happiness.

FROM Professor Bascom, of the University of Wisconsin, we learn that the tax law passed by the last Legislature, will yield an income of \$40,000 to the University, and, with other revenues, will raise the total income of the institution to \$80,000 a year. An observatory, to be built and furnished by a gentleman of Wisconsin, has also been granted an income of \$3,000.

THE proposition of Hon. R. D. Shannon, State Superintendent of Public Schools in Missouri, for a convention of the State, City, County and Town Superintendents, either at Baltimore during the session of the National Teachers' Association, or at Philadelphia at "The Centennial National Institute," is meeting with numerous responses. Such a convention would be of great benefit, and we hope it will be largely attended.

THE South is laboring under great disadvantages as regards education. The school systems are just taking root. There is no need of our being discouraged. A wonderful work has been done, a greater one will be accomplished. Let us as teachers, and friends of universal education, push ahead. We have a grand field open before us. Onward and upward!

THE outlook for a successful series of Teachers' Institutes in this State is promising.

The State Superintendent has engaged a number of competent persons to conduct the day sessions, and the evening lectures will be both interesting and profitable.

No teacher can afford to miss one of these gatherings if within reasonable distance of his or her residence.

LET us look over the school law carefully, and be prepared to suggest a remedy for some of the evils which hinder success.

Teachers earn their money, and it is due, or ought to be, at the end of every month. Are teachers paid promptly at the end of each month?

A MORE RIGID EXAMINATION.

THE new State Superintendent of Public Instruction in Mississippi urges upon County Superintendents the necessity of subjecting applicants for teachers' positions to a rigid examination. He says: "I repeat the suggestion here, and add that the moral fitness to teach, by example, should be required. Employ no drunken or lewd persons, and be suspicious of those characters who become busy-bodies in politics.

School children need no instruction in party politics, and since we teach as much by example as otherwise, it would be well to admonish local trustees and teachers to keep aloof from the bitterness of party-strife. That you may the more fully impress this matter upon others, I would suggest that you and I separate all official action from considerations of party success. The free public schools are the property of all the people; they belong to no party, and we, who are called to administer the school laws, should divest ourselves of all party bias, in the discharge of our obligations. School houses should not be used for party meetings or political cabals, but should be dedicated to the cause of virtue and knowledge."

OUR FIELD.—The cause of education in the South is confronted on all sides by many and harassing difficulties. The outlook, though not as encouraging as we could desire, is still a source of comfort to those who have entered this great field of work in the sunny South.

PROF. GEO. P. BEARD'S Centennial National Institute promises to be a grand success. Atlas Hotel, Philadelphia.

ALL matter for this journal must be in our hands by the 15th of the month previous to publication.

ALL roads lead to Philadelphia this year.

SEND 15 cents if you want to see sample copies of this journal.

The Public Lands for Public Schools.

WE are glad to see that Hon. Justin S. Morrill, in a late speech in the United States Senate, urged that hereafter the public lands of the United States should be used exclusively to educate the people.

Mr. Morrill presents the data which ought not only to convince Congress, but the people themselves, that there is no time to be lost.

Over six millions of prospective voters are growing up in our midst in the darkness of utter ignorance—attending no school—unable to read or to form a judgment as to what is right or wise—and this too in addition to the millions who are voting already.

We hope all will carefully read the following extracts:

I start, said Senator Morrill, with the proposition that all of our public lands, which are hereafter to be sold and not called for as free homesteads, should be held exclusively for educational purposes—purposes that tower high above and dwarf all others. Should any exception to this rule ever be suggested, let it then be considered on its merits.

SCHOOL LANDS DONATED.

We have already given to States, without regard to their population, 140,000,000 acres of land for the support of common schools, and eighteen of the States thus aided have a school fund of \$43,866,785. The western or new States, as to common schools, would appear to have been liberally provided for. In the North and East the system of common schools has long held a foremost place in the hearts of the people, and cheerful contributions to their support by self imposed taxation are made with all the regularity of the seasons. At the South they are far less advanced, and having no accumulated school funds, their people are at present unequal to the task of establishing and adequately maintaining such schools without some National assistance, not National control, although not un mindful of their utility and fully appreciating their urgent necessity. When even in Spain it is no longer immoral for women to know how to read, and when Sweden and Turkey engage in universal education, no American State will be found to hold back.

All statistics are dry—interesting to few and entertaining to none—and some are by no means pleasant or even tolerable to contemplate; but legislators, like surgeons, must probe the ugliest sores, and courageously examine even such facts as those I am reluctantly about to expose.

SCHOOL POPULATION.

Our school population of five years of age to seventeen inclusive is 12,055,443, or nearly one-third of our entire population. A mighty host, led now and controlled by us, but soon to control us and lead the van of civilization in the land of their fathers. Only about one-half of this number, or 6,545,112, attend school of any

sort, and among all of the four or five million of colored population, only 180,272 attend school, or hardly enough to furnish a silver lining to a cloud so dark. Five million and a half of our population cannot write, and four million and a half cannot read. Of illiterate male adults, twenty years of age and over, we have 1,611,213, of which number 748,470 are whites. There are thus more illiterate voters, among either white or colored, than the usual majority of any party taking part at any National election. They are, therefore, the potent auxiliaries of all parties, the decisive make-weights, and must more or less control the destinies of the country. Can any happy augury of ages to come be drawn from these dismal facts? "Do men gather grapes of thorns?"

The liberty and equality of an immense number of illiterate people, unmarked by intellectual eminence of any sort, empty of all virtuous gratitude springing from the memoirs of childhood and the school room toward a parental government, is not such a state or condition as freemen toil for, nor such as they can be expected to maintain, love and cherish. Along with entire liberty and equality before the law we behold among mankind the foremost and the hindmost as well, and there will be distinctions and differences in both the power and industry of mankind, and both of hand and brain, with no two alike among them all, good or bad. It should be the mission of American legislators to offer sure means for the greatest possible development of this power and industry, and to diminish inequality by leveling upward and not downward. Thus only shall we be able to prove that republican institutions, quick to perceive and to foster the most exalted personal merits and qualifications, will neither dwarf the State nor the people. Thus only shall we show that our boasted equality is not inferiority to everybody else.

The several States are greatly interested in the removal of the deep-seated illiteracy to which I have referred, but by no means exclusively, as the interest of the General Government covers the same territory and embraces all and the same voters. The election of President of the United States and of members of Congress cannot be reckoned as less grave and important work than that of State Governors and Legislatures. The parts are not greater than the whole.

Through the last action of the people upon the National Constitution, we have bestowed universal suffrage upon our fellow citizens in all of the States. The Nation is primarily responsible for this action, and, while accepting of its advantages, must shield itself as well as the States from the resulting possible perils. The increased magnitude of the burden which has been imposed by the sovereign will of the Nation manifestly ought to be borne by the Nation.

Universal suffrage must be made a blessing and an honor to our country, not a curse to the citizen, nor to the State and the Nation. Every one of our citizens has been crowned with equal power in the guidance of National and State affairs; but they have thus far had too little of our aid to fit them even to guide themselves. Many of the States resolutely assume their full share of the great responsibility, and raise by taxation and expend nearly \$100,000,000 annually for common schools; and, when so much more is obviously required, shall the General Government look on with total indifference, contributing nothing?

PRIMARY ARITHMETIC.

BY L. F. SOLDAN.

ARITHMETIC, like any other study, can be made to give more or less formal culture, although it may not be possible to teach it in so poor a method that it will not be conducive of any culture, it is nevertheless possible to make it a rather unprofitable study as far as culture is concerned.

Compared with other school studies, arithmetic shows a peculiar character. If we take geography, for instance, we shall find that certain data and facts, after having been presented to the pupil, must be remembered by him. He must commit to memory a great many details in the way they are given to him. In arithmetic the simple fact is valueless, and the result of thought operation is not to be remembered. In geography the pupil is supposed to treasure in his memory whatever he is taught. In arithmetic this is not the case. Perhaps this idea will become clearer if we take an example. The pupil is told to solve the problem 243 multiplied by 189, and he finds the product 45,927. What is to be done with this result? If we followed the analogy of other studies, where each fact when mastered is stored away in the memory, the pupil would have to commit to memory that 243x189 are 45,927.

But, of course, nobody ever thinks of doing such a foolish thing. We throw away the rubbish of fact altogether. What, then, is the object to be gained by examples of this kind? It is two-fold: first, the pupil is to experience the rules by which examples of that kind must be performed; and, secondly, he is to acquire practice in performing the operation. The first is the power of forming abstractions—as a rule is nothing but the abstraction of so many concrete cases. The second is practice in the application of rules.

In the solution of problems the pupil's mind is creative. It produces a new result with given factors. In other studies the factors are given in the way of data, but the pupil is not compelled (as he is in arithmetic) to work out a new mental result with these factors.

The material culture in this study

consists in knowledge of certain rules, and the most elementary numerical relations, such as is the multiplication table. The formal culture is the skill, rapidity and power of concentration that has been gained. Arithmetic is the only study in which formal culture preponderates and where ability and not knowledge of many facts is the proof of power. The test of whether one has profited by instruction in arithmetic is not the number of facts remembered, but his ability in cyphering or in solving problems. The number of arithmetical combinations is endless, and hence what we want is not the recollection of so many combinations, but the ability to solve new ones. The value of any study as a means of culture depends on the readiness with which its facts furnish the material for the practice of perception, conception and thought with which the growing will-power is delicately interwoven.

Thinking is the highest and at the same time the most difficult mental process, in as much as it is all abstraction. Some of the school studies do not furnish sufficient material for perception, others do not allow of that abstraction that leads to pure thought. Arithmetic furnishes ample material for all; in fact it compels the pupil to step through the three stages of the thought process with the very first knowledge which he masters.

The pure number is itself abstraction. In perception it exists together with the qualitative. One, or two, or five does not exist, so to say. It exists with concrete objects. To arrive at the idea of number the mind must abstract from the objects or from the qualitative. And so throughout arithmetic.

In this study high forms of abstraction can be grasped by the young mind without the same difficulty with which such an attempt would meet in other studies.

The popular way of stating the function of arithmetic is to say that it is to teach the pupil to cypher. The teacher, however, besides looking at the practical result to be attained, expects that by arithmetic some more general aims may be achieved, such as power of attention and concentration, quickness, presence of mind, language, power of abstraction that sees readily the quantitative in the qualitative. The quantitative is the relation in which like things differ, and unlike things agree.

Arithmetic deals with the numeral relation in which two or more quantities stand to each other. From its nature, from the demands of life and culture, and from the nature of the young mind, a few general rules seem to result, which are correct if they should happen to be found to rest on correct logical and psychological principles.

1. The quantitative is reached through a process of abstraction from the qualitative. First instruction must present the qualitative in the form of objects of different kinds and lead the child to discern in them

the quantitative element. So perception lies at the basis of instruction in arithmetic. Three pens are presented to the child, three pieces of chalk, three pencils, three books are held up. The qualitative pen, chalk, pencil, book is changed every time, but the quantitative, three, abides. The child is led to see the unchanging element and to discover the quantitative. To teach counting in a different way by teaching the names of numbers, is to teach a series of words, which though useful in finding the page in reading, is without any quantitative meaning. Through perception the pupil is led to a knowledge of abstract number. Hence we see as result of this process both knowledge and the training of the powers of abstraction.

2. After the idea of number has been taught, the next step begins with the teaching of the numeral relations of two numbers, and in order to present new things gradually, let one of the numbers be the same in a series of problems, while the other number changes. To change the two numbers would increase the difficulty without corresponding advantage. This idea underlies Grube's arrangement. Here again the rule applies that the road to the abstraction leads through the perceptive; so objects are presented and then changed in their quantitative attitude to each other, so for instance, three pieces of chalk are first shown together, then separated into one and one piece, then into two and one; in short, all the relations are shown and discussed, in which the units stand to the quantity. Here conception and thinking are made active as well as perception, as the subject taught is the abstraction, "relation."

3. The acquired knowledge is to be converted into skill. The means for this is constant repetition of the process. Here the teacher must avoid having the result committed to memory mechanically, as she can obtain the same result to greater advantage by letting the pupils repeat the objective process frequently. The remembering of the result may be of advantage as far as a special problem is concerned, the repetition of the process gives ability for the solution of future problems. The test for the acquired skill lies in the rapidity with which a new but similar combination is handled.

Through perception the pupil arrived at abstraction, but his skill must further be trained to recognize his abstract knowledge when it is brought before him in the guise of the qualitative. The teaching of the abstract number must be followed by applied examples. This is important, as it will teach the pupil not to be puzzled in the higher grades by the hard words in which an easy example is clothed. He must acquire skill to clear the qualities from the encumbrance of the qualitative.

4. The barren, one-sided character of arithmetic, as a formal science, makes it an imperative necessity for the teacher to show her ingenuity by inventing such means of illustration

as will bring in variety and excite the attention and interest of the pupil, an attention which will soon pass over to the study itself, because the young mind enjoys activity.

5. Instruction in arithmetic must lead the pupil to the independent solution of problems, not merely to the recollection of solutions given by others. Hence in elementary work, where the pupils receive all information through perceptions, the teacher must instruct the child in the use of all the illustrations and little auxiliaries in the solution of problems, without which the child feels despondent and helpless.

A GROWING QUESTION.

Art Education and Drawing vs. The Study of Form.

Editors Journal:

A VERY severe criticism appeared in *The Nation*, Dec. 30, 1875, on the system of drawing introduced in the public schools of Massachusetts in 1871. This criticism is based upon the plates accompanying the report of the committee on drawing, Boston, 1875, illustrating the progress made in art instruction under the direction and supervision of Mr. Walter Smith, since the first exhibition of his system in 1872.

It charges the system with the training of children in the drawing of formal and meaningless lines, with painful care and neatness, none of which could fix any idea of nature in the child's mind; while, on the contrary, such inorganic patterns serve to place obstacles in the way of perception and feeling. The critic denounces what are called "original designs," by children of the ages of ten and eleven respectively, as follows: "Though nothing is yet done to awaken interest in nature, or to store the mind with facts and beauties of form, the child is asked to evolve designs out of the depth of its own consciousness. That they are but formal variations of meaningless patterns, which is all the child has been taught to draw, is therefore not to be wondered at." He then points to abnormalities resulting from the entire lack of "directing the pupil's attention to the living growth in vegetation," and pronounces the kaleidoscope the best designer in symmetrical divisions of geometric figures, and lastly condemns the shading from flat copies, the vicious and destructive results of which he finds exemplified in shaded drawings from solid models.

In reply to this article Mr. Smith explains at length the motives and principles underlying his system, and pronounces the study of geometry a necessary foundation for drawing. In vindication of this view Mr. Smith quotes extensively from the preface of Albert Duerer's *Treatise on Geometry*, from Leonardo da Vinci's *Treatise on Painting*, from Bachelier's *Memoirs about the Royal Free Drawing School of Paris*, &c.—[*New England Journal of Education*, March 4, 1876].

The Nation, in its issue of April

13, 1876, waives all theoretical controversy, and reviews the last exhibition of Mr. Smith's system, held in Boston a few weeks previous. It says: The exhibition was indeed not wanting in variety, its range extended from measured drawings of simple squares by children of seven years old, to oil paintings of ideal heads by persons who were not always outspoken enough to announce themselves (as was the case with one lady) "age thirty," or more, &c. It must be repeated till it is believed, that, in elementary instruction or drawing, to copy is quite otherwise than serviceable when the work copied is in its general character much in advance of what the pupil would himself be able to do without a copy, or when the work copied is in its nature unsuggestive. Again, the reviewer deplores the total absence of direct study from nature, if we except a very laborious "likeness," in black and white, of a solitaire on a tray, &c. * * * One of the most deplorable examples, perhaps, being a pen-and-ink drawing three inches square representing a black and white woolen check, of which the gray squares are worked with the most idle industry."

This review is concluded with the following: "The questions which this exhibition suggests are not of temporary, nor slight, nor merely local importance. The wide spread interest in art-education demands serious consideration. The system at present pursued in Massachusetts is likely to extend over the whole country; but if it is fatally wanting in vital principles, if, by the inculcation of confidence in vain patience and empty knowledge, it increases the conceit of ignorance, it is of great importance that it should on the contrary, be done away with as soon as possible. Although too large a number of persons are interested in the continuance of the present modes of instruction for any change to be soon made, it is most desirable that the need of change where it already exists, and of warning where it is likely to spread, should be contemplated and set forth. There cannot be too searching an examination of the subject, or too continued a discussion of the principles involved."

To a question addressed to *The Nation*, "What edifice could you substitute for the building you are striving to destroy?" that journal replies in its issue of May 11, 1876:

"Were we to suggest anything as a substitute for the scheme now in vogue, it would be one which would modestly undertake, in the lower schools, the simple training of the eye and hand to see and represent visual objects of common observation with a sufficient degree of correctness without immediate consideration of any kind of artistic effect or elaborate finish of execution. By this discipline would be disclosed such artistic capacities in individuals as might be afterwards developed." * * *

"A scheme of instruction in

drawing for the lower schools, based on these principles, might be somewhat as follows:

1. Elementary training of the eye in accuracy of measurement of formal line, and of the hand in precision in drawing it—not formal patterns, which are ugly things of necessity, and destructive of delicacy of perception.

2. Elementary training of eye and hand in precision of vital lines—i. e., lines which describe the contours of natural and mostly living objects.

3. Elements in color without chiaroscuro. (Action of light on solids).

4. Training of the eye in perception of shade in natural objects, and the eye and hand in rendering them.

5. Training of the eye in discernment of linear perspective.

6. Exercise in color with simple chiaroscuro.

It is clearly seen by the above that Mr. Smith's system aims chiefly to develop industrial and mechanical drawing, and the critic of his system pure art education.

Neither of these two plans can fully meet the wants of our country. Industrial drawing corresponds to business writing—pure art education to poetry, and both being offsprings and essential adjuncts of one great parent. LANGUAGE is one subject taught in our schools, therefore FORM must be the other.

Mr. Conrad Diehl has prepared a plan for teaching the *Elements of Form*, which he has volunteered to place at our disposal for publication in the next issue of the JOURNAL.

X. Y. Z.

HIGH SCHOOL TRAINING.—Mr. S. H. Cross, chairman of the School Board of Westerly, R. I., also a member of the State Board of Education, in a well-written document remarks upon the value of the high school in the general school system, as follows:

"The high school is essential to the continuance and completeness of our system of public schools. Without it the system would possess about as much life as a body without a head. Admission to it is the prize and reward for successful effort in the lower departments, thereby giving them greater efficiency and energizing them with a power which nothing else can give. It opens the door for a good education to the rich and poor alike, giving to all an equal chance. It brings the children of the rich and poor together at an age when character is being rapidly formed, and a degree of mutual respect and sympathy is established, that does much towards doing away with caste in society, and to put every person on the footing in society to which he is entitled by his talents and attainments. The high school should furnish to our children a broad and liberal education, that will lay a good and secure foundation for the study of any profession, or qualify them to perform honorably and well the active duties of life, and at the same time give grace and refinement to their culture and character."

WE'LL CROWN THEM WITH ROSES.

OGDEN. 91

Spirited.

1. We'll take up our stand for the youth of our land, And weave them a gar - land to wear; Tho' no
 2. Our dear household joys, the girls and the boys, We'll shield from the tempt - er so bold; And we'll
 3. We'll tempt not the youth from the fount - ain of truth, Whose wa - ters are pure and di - vine, But we'll

leaves of the vine in our wreath shall entwine, For we'll crown them with ros - es so fair.
 bind their white brows which with in - no - cence glows, With a crown that is rich - er than gold.
 ban - ish for - e'er from our homes that are dear, The chal - ice that spark - les with wine.

Chorus.

We'll crown them, We'll crown them,

We'll crown them with ros - es, We'll crown them with roses, We'll crown them with ros - es so fair. es to wear

ON THE MOVE.

THE school officers, teachers, and friends of education in Kansas are moving steadily forward in the good work of instructing the people, notwithstanding the nefarious plans of the small-try politicians to injure the State and the system of public schools last winter.

Hon. John Fraser, the State Superintendent of Public Instruction, has already successfully inaugurated a series of "Judicial District Institutes" for the training of teachers and promoting an interest in this all-important subject among the masses of the people.

Several of these Institutes have already been held, and others are to follow.

June 6, 7, 8 and 9, an Institute will be held at Wyandotte. On July 11, 12, 13 and 14 at Leavenworth. At Baldwin City, Douglas County, July 18, 19, 20, and 21; Neodesha, Wilson County, August 15, 16, 17, 18; Burlington, Coffey County, August 22, 23, 24 and 25; Girard, Crawford Co., August 29, 30 and 31, and Sept. 1; Pleasanton, Linn County, Sept. 5, 6, 7, and 8; Hiawatha, Brown County, Sept. 12, 13, 14, and 15; Washington, Washington County, Sept. 19, 20, 21, and 22; Smith Centre, Smith County, Sept. 26, 27, 28, and 29; Great Bend, Barton County, Oct. 3, 4, 5, and 6; Wellington, Sumner County, Oct. 10, 11, 12, and 13.

We print a programme of exercises for the three sessions, to give an idea of the topics discussed and the time devoted to each.

The evening exercises consist of music and a lecture on some popular topic, calculated to interest and in-

struct the masses. The audiences, so far as our personal experience is concerned, always filling to overflowing the largest audience room which could be secured.

MORNING SESSION.

9:00 to 9:15, roll call, devotional exercises; 9:15 to 9:35, Instruction in Vocal Music; 9:35 to 9:45, Discussion; 9:45 to 10:15, The School Laws, viz: Tuesday, School Districts; Wednesday, District Officers; Thursday, Teachers' Certificates and Institutes; Friday, School Funds. Conducted by State Superintendent. 10:15 to 10:20, Discussion; 10:20 to 10:35, Recess; 10:35 to 11:00, Lecture: Tuesday, on Botany, Entomology and Geology in District Schools; Wednesday, on Legal Holidays in Kansas; Thursday, on Contracts; Friday, on Teachers' Contracts. 11:00 to 11:10, Discussion; 11:10 to 11:25, Industrial Drawing; 11:25 to 11:55, Civil Government, viz: A Township—its object, its formation, its officers, their election, term of service, compensation, powers and duties. Thirty minutes allowed daily for the treatment of the topic. 11:55 to 12:20, A Course in Primary Geography for District Schools. Conducted by State Superintendent.

AFTERNOON SESSION.

2:00 to 2:05, roll call; 2:05 to 2:20, Instruction in Vocal Music; 2:20 to 2:25, Discussion; 2:25 to 2:50, Book-keeping—conducted by State Superintendent. 2:50 to 2:55, Discussion; 2:55 to 3:25, three Essays or Declamations, each to occupy not more than ten minutes. 3:25 to 3:40, Recess; 3:40 to 4:05, an Essay (indicating a course and method of instruction) Tuesday, on Arithmetic; Wednesday, on Geography; Thursday, on Reading; Friday, on English Grammar. 4:05 to 4:30, Discussion; 4:30 to 4:35, State Constitution, viz: Art. XI. Finance and Taxation, a lecture each day. 4:35 to 5:20, Discussion by the Institute: Tuesday, on Programme for Work of School Term; Wednesday, on the Purchase of Text-books by School Districts;

Thursday, on the Township Plan of Districting; Friday, on the Method of Conducting Teachers' Associations and Institutes. 5:00 to 5:20, Miscellaneous Business. Evening Exercises—7:30.

NORMAL INSTITUTES.

DR. R. D. SHANNON, State Superintendent of Public Schools of Missouri, proposes to hold a Normal Institute of at least two weeks duration in each Congressional District of this State, commencing early in August. The institutes will be held in those places which offer the best inducements, and these will be:

1st. The conveniences and cheapness of board offered by competing points.

2d. A bonus, raised by subscription, to pay the teachers sent to conduct the institutes.

3d. The number of teachers who will attend; and,

4th. The convenience of access.

These institutes will be held from two to four weeks, and the tuition for the course will be two dollars for each teacher.

It is a part of the programme to vary the exercises by lectures from distinguished speakers, upon various interesting topics connected with the subject of education.

State Certificates will be granted at these institutes to those who desire to pass the examinations. The results of these institutes will be good to all connected with them, and they cannot help but promote the interests of our public school system.

OUR advertisements are all of them worth reading, and when you write say where you saw the articles advertised.

MUSIC.

WE present another beautiful song in this issue, appropriate alike in sentiment and music to this—"the month of roses." We are indebted to Mr. W. W. Whitney of Toledo, Ohio, who is publishing a series of music for day and Sunday schools, for the electrotype plate on this page. We have several more songs in hand from the same source, which we shall publish soon.

We hope all will learn the music and the words, and help by song and by example to

"Banish for e'er from our homes that are dear,
 The chalice that sparkles with wine."

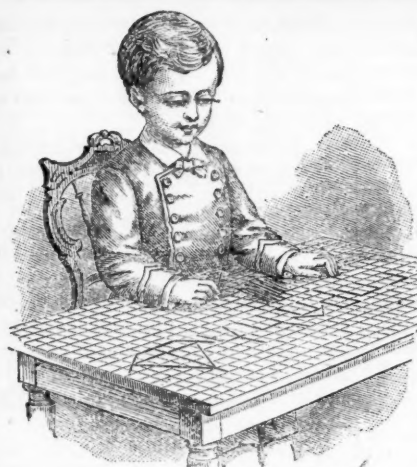
SOME school directors think that anybody can teach school. When they are in search of a teacher the question with them is, "Who can we get to teach for the least money." As a general thing the lowest priced teachers are the dearest in the end. They have no qualification for their duties, and so they can drag through the term and get their allowance, they are satisfied. Competent teachers only can teach good schools, and such persons have a correct idea of what their services are worth. Employ only first-class teachers if you desire the advancement of pupils. Bad teaching is like every other kind of botch-work—a waste of time and a sacrifice of money.

HOW WILL IT WORK?—An important change has been made in Massachusetts, which promises to solve, to some extent at least, the vexed question of "text-books" and the expense connected therewith. Under the provisions of the new law, which has been approved by Gov. Rice, and which is now in force, the school committee direct what books shall be used, and prescribe the course of studies and exercises in the schools. A change of book may be made by a two-third vote of the whole committee, provided notice of such proposed change has been made at a previous meeting of the board; and if any change is thus made, each pupil then belonging to the public schools, requiring the substituted book, shall be furnished by the school committee at the expense of the town or city.

THE friends of Hon. Wilson Palmer, Superintendent of Schools in Ottumwa, Iowa, and many of the leading journals and educators, are urging his name as a candidate for the position of Superintendent of Public Instruction. He would make an excellent officer.

MEN and women who believe in schools and churches—who believe in progress, who believe in building individual and national character on intelligence, integrity and virtue, subscribe for, read, and pay for, and circulate this JOURNAL OF EDUCATION.

SAY some of the good things about this journal which you say to us, to your friends, and so get them to read it and circulate it—it will do good.



WHAT IS EDUCATION? ✓

WE are indebted to a little work issued by E. Steiger, Esq., of New York, on "The Kindergarten System of Elementary Education," for the following suggestions, which we hope will prove interesting and profitable to both teachers and parents:

"In the midst of the various discussions about education now going on among us, the question, 'What is meant by education?' still waits for a definite answer. The main object of those who are, for various reasons, interested in the subject, seems to be to bring children to school; but what kind of instruction they receive there is generally considered a matter of comparatively very small importance. Hence it is that methods which injure, stand nearly on the same footing before the public with those that quicken intellectual life. Public opinion, for the most part uninstructed on such points, does not care to discriminate between them; yet it is certain that, among the processes which go by the name of education, there are some which hinder, instead of fostering development, quench or bewilder the intellect, form bad mental habits instead of good, destroy individuality and independence of character, create a positive distaste for knowledge of every kind, and send their victims into the world 'unpracticed, unprepared, and still to seek,'—make, in short, the worst, instead of the best (as education should do), of the minds subjected to their influence. It is certain, moreover, that there are processes of so-called education in vogue amongst us, which by the assiduous cultivation of mere rote memory, convert teaching into a mechanical grind of words, and thus defeat the very aim of true education, which is to store the mind with ideas, and only to recognize words as far as they minister to this end. The lamentable result of such methods, which make much provision for feeding and none for digestion, is to ruin irreparably the natural appetite for knowledge—the knowledge which consists in ideas, not words. Hence it is that we see children, who in their earliest years were distinguished for mental activity, transformed into dunces at school—a consequence ob-

viously due to what is misnamed their education; for the number of children really stupid by nature is probably not at all greater than that of those born blind or deaf and dumb. The result complained of, is therefore, to be attributed, not to the child, but to the teacher, who is ignorant of the machinery that he is handling, and who consequently obstructs the development that it is his business to promote. The main cause of his failure is not want of zeal or conscientiousness, but want of knowledge of the nature of the child. His method does not interest the child, does not reach his inner

being, does not touch the spring of intellectual action, and, therefore, leaves unused those powers which are always ready to obey the call of the true artist in education. The teacher who cannot or does not make his method interesting to his pupil, has mistaken his vocation. Any method of teaching may be good, even if not the best—except the tedious and uninteresting; and every method will be interesting which is founded on a true knowledge of the nature of the child, and therefore meets the wants of that nature.

It is only by studying and understanding the nature of the child that we are to learn *how* to teach him.

Now the child that does not play, is not a perfect child. He wants something—sense-organ, limb, or generally what we imply by the term health—to make up our ideal of a child. The healthy child plays—plays continually—cannot but play.

But has this instinct for play no deeper significance? Is it appointed by the Supreme Being merely to fill up time?—merely to form an occasion for fruitless exercise?—merely to end in itself? No! I see now that it is the constituted means for the unfolding of all the child's powers. It is through play that he learns the use of his limbs, of all his bodily organs, and with this use gains health and strength. Through play he comes to know the external world, the physical qualities of the objects which surround him, their motions, action and reaction upon each other, and the relation of these phenomena to himself; a knowledge which forms the basis of that which will be his permanent stock for life. Through play, involving associatship and combined action, he begins to recognize moral relations, to feel that he cannot live for himself alone, that he is a member of a community whose rights he must acknowledge if his own are to be acknowledged. In and through play, moreover, he learns to contrive means for securing his ends; to invent, construct, discover, investigate, to bring by imagination the remote near, and, further, to translate the language of facts into the language of words, to learn the conventionalities of his mother-tongue. Play, then, I see, is the means by which the entire being of the child develops and grows into

power, and, therefore, does not end in itself.

But an agency which effects results like these, is an education agency; and play, therefore, resolves itself into education; education which is independent of the formal teacher, which the child virtually gains for and by himself. This, then, is the outcome of all that I have observed. The child, through the spontaneous activity of all his *natural forces*, is really developing and strengthening them for future use; he is working out his own education.

Play, however, is a random, desultory education. It lays the essential basis, but it does not raise the superstructure. It requires to be organized for this purpose, but so organized that the superstructure shall be strictly related and conformed to the original lines of the foundation.

I see that these children delight in movement—they are always walking or running, jumping, hopping, tossing their limbs about, and, moreover, they are pleased with rhythmical movement. I can contrive motives and means for the same exercise of the limbs, which shall result in increased physical power, and consequently in health—shall train the children to a conscious and measured command of their bodily functions, and at the same time be accompanied by the attraction of rhythmical sound through song or instrument.

I see that they use their senses—but merely at the accidental solicitation of surrounding circumstances, and therefore imperfectly. I can contrive means for a definite education of the senses, which shall result in increased quickness of vision, hearing, touch, &c. I can train the purblind eye to take note of delicate shades of color, the dull ear to appreciate minute differences of sound.

I see that they observe—but their observations are for the most part transitory and indefinite, and often, therefore, comparatively unfruitful. I can contrive means for concentrating their attention by exciting curiosity and interest, and educate them in the art of observing. They will thus gain clear and definite perceptions, bright images in the place of blurred ones, will learn to recognize the difference between complete and incomplete knowledge, and gradually advance from the stage of merely knowing to that of knowing that they know.

I see that they invent and construct—but often awkwardly and aimlessly. I can avail myself of this instinct, and open to it a definite field of action. I shall prompt them to invention, and train them in the art of construction. The materials I shall use for this end will be simple; but in combining them together for a purpose, they will employ not only their knowledge of form, but their imagination of the capabilities of form. In various ways I shall prompt them to invent, construct, contrive, imitate, and in doing so

develop their nascent taste for symmetry and beauty.

And so in respect to other domains of that child-action which we call play, I see that I can make these domains also my own. I can convert children's activities, energies, amusements, occupations, all that goes by the name of play, into instruments for my purpose, and, therefore, transform play into work. This work will be *education in the true sense of the term*.

The conception of it as such I have gained from the children themselves. They have taught me *how* I am to teach them.

A GOOD SUGGESTION.

EVERY parent loves to see his child bright, smart and quick; loves to have him think and speak rapidly; loves to hear him answer questions with freedom and confidence.

By what exercise or training can the little ones best be taught to do this? I answer as the result of long experience and close observation, by a skillful practice of easy operations in adding, subtracting, multiplying, and dividing numbers. I do not now stop to describe the best methods. If the parent or teacher understands how to adapt the exercise to the child's capacity, it should be commenced as soon as the child can count to ten; as soon as it begins to learn to read or even before. If the work is done with rapidity and accuracy, the effect upon the child's mind is electrical. His mental operations are quick, and from the nature of the subject, his ideas are necessarily clear, exact and complete. He understands his little example as well as his teacher, and soon performs it as rapidly and accurately. This achievement gives him self-reliance and confidence; he feels that he stands on solid ground; feels that he can do things, and this spirit enters into all his other school exercises.

But the pupil should be taught from the beginning to give *results* only, and those instantly. For instance, the pupil should not say four and two are six, and one is seven, and two are nine, but four, six, seven, nine, as soon as the eye catches the figures. It would be greatly to the advantage of the little ones in all their after studies and school work to be early and actively drilled in these exercises. Parents and teachers who rely upon a book for such exercises will find Felter's First Lessons in Numbers the best book, perhaps, before the public.

M. C. BUTLER.

KNOXVILLE, TENN.

RHODE ISLAND appropriates directly from the State funds for Teachers' Institutes, and for defraying the expenses of procuring instructors and lecturers, to be holden under the direction of the Commissioner of Public Schools, \$500; for the support of the State Normal School, \$10,000; for traveling expenses for the pupils of the State Normal School, \$1,500.



J. B. MERWIN EDITOR.

ST. LOUIS, JTNE, 1876.

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Please remember that in addition to all subscription moneys, 10 cents must be sent to prepay the postage of this paper for the year. This is in accordance with the United States law, which makes all postage payable in advance at the mailing postoffice, instead of at the receiving postoffice of the subscriber's residence.

SHALL WE PENSION TEACHERS?

THERE is a new thing under the sun, and Solomon's proverb fails, for the Legislature of New York is soberly discussing a bill to pension veteran teachers.

Our vote is, pension them. Pension the veterans when superannuated, upon completing a long term of service. Pension the invalids, disabled by the service in over-crowded, ill-warmed, or ill-ventilated school rooms. Yes, by all means.

Yet, if the question were, "Shall the scanty salaries be raised and no pensions established?" then we should vote, unanimously, from editor to fireman, more salary. More salary, to live in comfort all the years of active service as teacher, and to save a little every year, if economy and firmness or conscience so dictate. More salary, so that the efficient, energetic, enthusiastic, well-qualified teacher may feel paid properly, and may have a powerful impulse to push on, rather than to stop and turn aside for better pay.

To teach thirty years if a man, and twenty-five if a woman, and then be pensioned off on half-pay is to fare better in old age than many veteran teachers usually do, yet it does unavoidably suggest the story of the donkey trotting gaily on to nibble a bunch of very nice thistle-leaves which the cunning rider has tied on a stick and is holding out in front of his nose as a bait to quicken his pace.

Still, if the State owes such a pension, we say it should pay it. If it owes it, is it on the ground of justice, as a back due, or of generosity, as a free gift from a rich benefactor to a poor but faithful servant? Speak out, and let us know how it is.

All that the teacher asks, and the most exacting teacher too, is to be paid such a salary as the same talents, culture, energy and tact usually command in other business. If such a salary is paid, the teacher can save or spend as he or she pleases, like a

fellow-citizen and an equal. When you pay fair wages you are not playing the gracious patron, nor condescending to a social underling. You are then merely doing justice, which if you scorn or fail to do, the wrath of all righteous men and the frown of an All-righteous Judge should fall on the offender. As John Randolph screamed out abruptly in Congress, we echo seriously—"Pay as you go," salary first, pension afterward, if rightly due.

EXAMINATIONS.

NO one who has fitted pupils for any college can have failed to be impressed with the uncertainty of the test of the examination as to the fitness of the applicant for acceptance. So many elements enter into the decision of the question when the test day at length arrives, that it seems sometimes as if success or failure were almost a matter of luck or chance. We do not of course here speak of the class of applicants who are totally unfit to enter, or of those whom influence may force in, but of that other and larger class, whose admission is reasonably doubtful.

At any rate, even the best pupil comes to an examination which is to decide whether or no he is to be admitted to share the privileges of a new institution, under very powerful nervous excitement. This of course varies greatly in intensity with different individuals, and the best fitted pupil may be physically the most excitable, and may therefore in his trepidation do himself great injustice. Then besides such constitutional tendencies, there may be physical causes existing only temporarily. The climatic condition may have a strong influence, and the ventilation of the room in which the examination is conducted will also be a powerful agent either for success or failure. Again, with the best intentions in the world, all these conditions will tell on the estimate of the value of the answer when the papers come to be examined by the person who is to adjudge the percentage. Humiliating as the fact may appear, it will undoubtedly make some difference in the percentage of the candidate whether the examiner be suffering from an acute attack of dyspepsia or be in robust and good-natured health; whether he be obliged to correct the papers in the early morning hours of a day, immediately succeeding one of severe labor and anxiety, or whether he have plenty of time and no mental disturbance.

These are a few of the conditions which may render the examination deceitful, may turn away a student who has the power to be a credit to the institution and admit one who is merely crammed for the occasion.

But those who have had much practice in the work of writing examination questions, know how very difficult it is to make them test just the points which we wish to be sure of in our pupil. For the thing we require and which we must have is, after all, mental power to do the work we are hereafter to give him, and not knowledge of facts depending on memory. He must undoubtedly have some knowledge of the rudiments of the sciences we are in

future to teach him. But after all, it is potential power and not existent accumulation of isolated facts which we seek, and which is the "one thing needful."

It is said that all the stories of human life which can be told, may be reduced to a few simple types. In the same way it would seem that the sets of examination questions which are really fitted to test the power needed must be of a very limited number.

What we have said with regard to written examinations, becomes more vividly true when we speak of oral examinations, for in the latter case the admission may sometimes be made to depend upon the ability to answer one single question.

We give as illustration a fact: A young lady, applicant for admission to one of our best colleges, on entering the room where the Professor was examining in history, was asked to give the names of the Roman Emperors. Fortunately she had happened to have this list impressed upon her memory, and she gave it unhesitatingly and correctly. The Professor's face brightened, and emphatically saying, as he set his mark of approval against her name, "You are the first young lady who has answered that question correctly this morning," he passed her on to the next examiner.

This may be an extreme case, but it is a true one, and it seems to illustrate our meaning when we say that the question of admission or rejection too often seems to be a matter of luck and chance. Is there not a better way? The recent action of Dartmouth College, to which we refer our readers in another column, will appear to many a step in the right direction, and we call attention to it as a significant fact.

GRASS, WATER, AND SALT.

IF you are a stock-grower, you see what is coming. Stock must have plenty of grass and water, and are all the better for some salt now and then. Once a week, at least, you must see how they fare, if they are fenced in, as in the older States, where land is scarce. Once a week is seldom enough; twice or three times is better. Two days' misery of thirst is enough for any animal to undergo, biped or quadruped, man or beast, when it depends on proper care and faithfulness. The agony of thirst which young animals sometimes have to suffer, is torture, as the owner may easily find out by experimenting on himself, which it might be useful to do.

Mr. Tax-payer, you are partner in an important factory—you are joint owner, Mr. T., of a herd of first-rate stock. What does this mean?

It means, in plainer English, you are partner in educating a school of children. You are joint owner of a lot of youngsters who will soon grow up citizens, and be hailed as part of the mighty people, "Fellow citizens!" Take care of your stock, for if you do, it will pay cent per cent dividends.

If the children love school teacher and school room they will try to learn, will learn all they can, will behave well, and do honor to parents as well as to teachers.

But, if the child hates school teacher and school room, and schoolmates, it will learn little, and behave ill, just as nature and reason dictate.

Turn your young stock into a sand pasture, or a rock pasture, or a swamp, and you know they will get poor feed, and pine away. Give them plenty of grass and water, and you will see them thrive, and shine, and grow, and frolic, and fairly laugh all day.

Exactly so. Build a school house all brick, stone and wood, dry, hard, polished: hire a teacher equally polished and varnished, hard, cold, and machine like, merciless in exactions, systematic as clock-work, and unfeeling as its brass or iron wheels, and the results are sure. The children go to such a pasture only because driven there by force, and would desert it in a minute if they could, as students in German Universities desert the sapless, dry-as-dust professors, to throng around the vigorous, fresh, inspiring lecturers.

No teacher is fit to teach such glorious young natures, unless able to arouse warm enthusiasm, and sustain it for months and years with due aliment. Intellect and will alone can manufacture only Gradgrinds, all dry bones—no flesh and blood scholarships.

Trustees, school committees, taxpayers, look often to the grass, water and salt of your stock, but oftener to the best welfare and greatest comfort, the happiness of your children in school. Do not let them lose a day. As one day's sun-stroke or one night's sharp frost may craze or stunt a human body, so one day's hot indignation or chilling sarcasm may blight a child's nature, and leave a perpetual scar. The value of the child is priceless.

A NEW DEPARTURE.

THE faculty of Dartmouth have taken a new departure with reference to entrance examinations; and in order that educators may fully understand the proposed plan, we print the votes of the faculty, with the explanatory notes appended. The movement is one of such importance, that we judge it worthy of very general consideration:

I. As to Abbreviated Courses of Preparatory Study.—"Whereas the faculty of Dartmouth College are desirous of co-operating with the various fitting schools in their efforts to secure in their pupils a full and thorough preparation for college; and whereas the element of time is, in the judgment of the faculty, very important in this relation, inasmuch as an abbreviation of the preparatory course by a cramming process, with whatever immediate results, is likely to be permanently injurious; therefore,

"Voted, That we prefer not to admit to our entrance examination, in any case, students from such schools, who have not regularly graduated, having accomplished the entire curriculum of the senior year; and that none such will be received, however satisfactory their testimonials,

unless they pass the examination without any conditions.

II. *As to Admission on Certificate.*—"Voted. 1. That students from such fitting schools as have a regular and thorough course of preparation for college, of at least three years, will be admitted by us hereafter, without examination here, on the certificate of their respective principals, that they have completed the curriculum of the senior year, and have regularly graduated; and that, in addition to the proper moral qualifications, they have mastered the entire requisites for admission, or their equivalents, as set forth in our catalogue.

2. "That the first three months of the freshman year be hereafter regarded as probationary; and that any who, during that time, are found unfit to go on with the class, shall be dropped."

The following explanatory statements may properly be appended to the above:

1. The rule, under the first head, in regard to those who have unduly abbreviated their course of study, is deemed very important. Such would be absolutely excluded, with whatever testimonials, but for the fact that our laws bind us to receive those who are able to meet our published requisites. The specified condition, however, will be rigidly enforced.

2. It is believed that a competent and conscientious principal will be better able to determine the fitness of a candidate from a three year's examination, than any committee from the scrutiny of a few hours—especially, as often happens, in the case of a weary, nervous, timid boy, an entire stranger to them. The three months' probation, besides, will serve both as an incentive and a safeguard.

3. It should be observed that the certificate of a principal, to insure, of itself, the admission of a candidate, must state that he has mastered "the entire requisites," as specified in the catalogue, or their equivalents. Deficiency in any of these will remit a student to our examining committee.

4. Those who, from having studied under private teachers, or at different places, cannot bring the above mentioned principal's certificate—or who from any other cause save moral delinquency, or the failure to graduate referred to under the first of the above heads, do not present it—will be examined here in the usual way.

SUBTRACTION NO SUBTRACTION.

NO more marked testimony to the value of thorough study of Latin can be found than the recent words of Hon. Geo. B. Emerson, who is contributing a series of articles to the *N. E. Journal of Education*. Mr. Emerson, who has now retired from active life, and who is widely known as one of our most prominent educators, and was for many years at the head of a private school for girls in Boston, Mass. He says that at first he set all his girls to studying Latin, with the distinct purpose of, as far as possible, giving them a complete knowledge of "our rich and beautiful English language." But yielding to the request of some of the parents, he soon divided his school into two classes—one of which kept on with the study of Latin for four or five days of the week. The other devoted all their time to French and Italian. Now what was the result? We give it in Mr. Emerson's own words:

"At the end of three or four years, those who had studied Latin knew more of French and Italian than those who had given all their time to

them. In Italian, those who had studied Virgil, faithfully, found little difficulty with Dante, who had followed Virgil so far as language alone was in question, and whose language is more like Virgil's Latin than it is like modern Italian. Those who had studied only French and Italian, found Dante almost unintelligible, and were, nearly all of them, obliged to give him up."

This result might perhaps have been anticipated with regard to French and Italian which are so plainly derived from the Latin and have most of their roots in it. But when we also find, as we do, that as a general rule, those pupils who have elected the classical course in our High Schools, taking the highest rank in the physical sciences, in contradistinction to those pupils who have not studied Latin, we are forced to suspect that after all the reason why Mr. Emerson's Latin pupils went ahead of the others, did not simply lie in the fact that the French and Italian languages are derived from the Latin.

We suspect that in the study of the Latin they had acquired a power over their own minds which would have enabled them to compete successfully with the other students in any branch of study which they might have taken up.

We think that this our conclusion will be found to be amply borne out by an examination of the records of any high school or college. The study of the ancient languages and that of physical science are not necessarily opposed to each other, as so many would have us believe; nor is it the case that the time spent on the study of Latin must be subtracted from the time at our disposal for physical science. We might as well say that the time devoted to arithmetic makes so much shorter the time which we can give to algebra, only in the case of Latin it renders more easy the acquisition of all other branches to a greater extent than any other one study, and therefore really adds to the time at our disposal for the work, instead of subtracting from it.

IT IS PRACTICABLE.

Editors Journal:

I want to endorse most cordially and emphatically the course of your paper, in publishing from time to time, the more frequently the better, plans and specifications showing the people how to build and furnish better school houses. These suggestions are not only timely and necessary, but eminently practicable.

The facts are, that the location, style of architecture and unpleasant surroundings of some of our school buildings, are so many reproaches to the taste, to the judgment, and to the spirit of public enterprise of the community. Perhaps there is no one obstacle that does more to retard the progress of our schools than the unsightly and uncomfortable and inconvenient cabins in which they are taught. Most of the school houses are inconveniently and unpleasantly situated, are—in the rural districts—constructed of

logs, uncouth in shape, and often without windows, and not unfrequently a long crack is the window in which greased paper is substituted for glass. They are without the proper means of warming and ventilation. Their furniture is of the rudest kind, consisting only of slab seats without backs. Desks, blackboards, globes, charts, maps, and other facilities and appliances, so necessary to the comfort of the pupil and to the success of the teacher in his arduous work, are almost entirely unknown. This is a fair description of the common school house; the moral lighthouse of the country. These are the places in which men are asked to cultivate the taste, to elevate the morals, and to develop the intellect of the youth of this great State. Can success crown their efforts? Even our towns and cities cannot boast of much superiority in the way of school buildings. The public school buildings in most of our county sites are the old county academies. They are generally structures of brick, without architectural beauty, taste or convenience; and now they, in their dilapidated condition, with their naked, dirty, scabby walls, with their rude and defaced furniture, with their unornamented yards and indecent out-buildings, look like the relics of a former age. There are a few noble exceptions to which these remarks do not apply, and most of these are of recent date, which show an improvement in some places. But much needs to be done yet. There is great room for improvement. Since the influence of external surroundings and associations has much to do in moulding the character of the youth, and the making of future men, the school house and surroundings should be such as would make the best impressions possible. It should have a beautiful situation; it should display the best architectural taste; its yards and play-grounds should be neat and attractive; its internal arrangements should conduce to the health and the comfort of both teachers and pupils; it should be furnished with all the necessary outfit to insure success.

B.

McMINNVILLE, TENN.

SPECIAL EDUCATION.

Editors Journal:

THE many pale and diseased students, the thousands of sickly and broken-down men and women that meet our gaze on every hand, tell us of the woful neglect of proper physical education. This, the most important part of an education, receives little or no attention either by parents or teachers. Health seems to be regarded as a thing of chance; a something over which man has no control. The idea is, if you are healthy you are fortunate; if unhealthy you are very unfortunate, never acknowledging once that it is within the power of man to ward off disease, or to promote health. Our systems of popular education and public instruction do not comprehend

it either in their aims or results. They take cognizance too exclusively of the intellectual man, to the neglect of the physical. But is it not obvious to the most superficial thinker that such education does not meet the wants of man and society?

The great object of education should be the perfect development of all the faculties, organs, and sources of power belonging to man; it should be the perfection of the physical organs as well as the intellectual and moral faculties of a human being, for the best performance of all their functions and duties.

The great desideratum of the age, is a system of education that considers man in his three-fold nature, physical, intellectual and moral; that has for its object the harmonious development of all his wonderful powers.

First in importance is the full development of the body. This becomes evident when it is considered that the body is the instrument by which the mind exerts all its activities and manifests all its phenomena. The mind is dependent on the body for its highest development and activity. They act and react upon each other in all their multiform movements and conditions. Wonderful is the mechanism of that link which intimately unites the one with the other!

A sound mind in a sound body is the language of wisdom and experience. It is a truth that should be stereotyped on the mind of every educator and every aspiring youth. Without the eye all the power to appreciate the beautiful in form and color is lost. Without the ear sound produces no charm of melody in the soul, music charms not the mind, nor vibrates the *Aolian* strings of the heart. Who has the capacity to fix the attention so as to perceive clearly, to comprehend fully, to remember accurately, when writhed with pain or scorched with fever? If the body is diseased, in vain reason essays to marshal its mightiest forces, or the imagination to plume its wings for the loftiest flight.

"*Gnothi seauton*," a precept which we are informed descended from heaven; which was written over the portal at Delphi in golden capitals, should be the object of the student of the present day. For truly the greatest study of man is man. But how many are familiar with the history of nations, with the structure and philosophy of language, with the laws which control inanimate matter and hold the planets in their orbits, and yet are ignorant of the location and the functions of the organs of their bodies. They only know they have a stomach because it pains, a brain because it aches.

I hesitate not to say that more attention ought to be paid to health; that students should be better instructed in regard to their physical organism; that the subject is one of vital importance.

M.

JACKSBORO, TENN., 1876.

A GOOD SUGGESTION.

HON. R. D. SHANNON, State Superintendent Public Schools of Missouri, calls attention to the fact that the present year furnishes a rare opportunity for a convention of all the superintendents of public schools of the several States of the Union. He says: "Doubtless all have made arrangements to attend the National Centennial Exhibition, at some time during its progress. It would be pleasant, also, and profitable, to attend the session of the National Teachers' Association, to be held in Baltimore July 10.

The object of the circular is to request all educators to so time their visit to Philadelphia that they may be in Baltimore at the assembling of the representative teachers of the Union, and at that point or at Philadelphia hold the proposed meeting.

"Shall we have a convention? It is more than likely that every superintendent will make it convenient to attend, and it is more than improbable that such another opportunity of meeting and conferring with one another will ever again be presented. Will you attend? Please respond as soon as possible by sending me a postal card at Jefferson City, Mo., and when I have heard from the several States and Territories, I will publish the result."

IS IT TRUE?

BY W. E. COLEMAN.

IT is a very prevalent idea that anybody can teach, and that a teacher can do nothing but teach. Such a course of reasoning has placed many an incompetent teacher in our schools to instruct our youth, who themselves need instruction in the very elements they propose to teach. All such conclusions are deduced from false premises; for the successful teacher will prove himself an honor to any profession; experience and observation daily demonstrates this; for there is no profession that demands more perseverance, unfaltering energy, and eternal vigilance, than that of teaching.

There are many keeping our public schools and draining our treasuries who consider themselves panoplied and fully equipped for the contest against ignorance, and in behalf of intelligence, when they can solve the problems in "Ray's Third Book" in arithmetic, recite by rote some text on grammar, and teach geography, (provided they have a book before their eyes). These *proficients* may be invariably recognized; they heartily oppose, condemn, and detest Teacher's Institutes, have no use for educational journals, and consider it unnecessary for them to devote any of their precious time in studying. Such narrow gauged, bigoted, self-important pedants are a nuisance to the school room, a disgrace to the profession, and a blot upon the educational progress of our commonwealth. Missouri has hundreds of good, true,

noble men and women enlisted in this honorable and worthy calling. You may know them, too; they take and read educational papers; they indorse, encourage and attend Teachers' Institutes and Conventions; and they by application and study, daily endeavor to better prepare themselves for usefulness in the school room. But the demand is great while the laborers are too few; we need more men and women of strong minds, exalted sentiments, and trained intellects, who come to the work with ready hands and warm and generous hearts; for what the heart earnestly and joyfully anticipates, the hands will most vigorously endeavor to achieve. Such teachers are a success, for they consider no labor too great, no aim too high, no object beyond their grasp; but are willing to devote their time, their talents, and their noblest life's best energies to the promotion and advancement of that profession which has for its object the development of man's intellectual powers, the elevating and strengthening the noble impulses of his moral nature, and thereby fit and prepare him for life's great and arduous duties. Every teacher should be a constant student; for after devoting years in study and toil, how little do we really know! The aged, the youth, the little child alike ask me questions every day, confidently expecting an answer, and appear utterly astonished when, from necessity, I am compelled to say *I do not know*. When a child, I thought teachers knew everything; but that, like many childish notions, has given place to the woful fact that "things are not what they seem."

Our State realized the importance of teaching, training, and disciplining her teachers before sending them forth to instruct her children, and she has come nobly to the rescue and established her State Normals, one at Kirksville for North Missouri, one at Warrensburg for Southwest Missouri, and one at Cape Girardeau for Southeast Missouri. Each of these schools have been furnished with a competent, thorough and efficient faculty. Teaching teachers is the one great central idea; and the State calls upon her young men and women, *desiring to teach*, to avail themselves of the opportunity thus afforded free of charge. And it may be said to the honor of Missouri that she will uphold, maintain, and sustain her Normal and public school system? The great educational question for the future in Missouri is, shall our Normals be sustained? Shall the youth of our State have skilled instructors, or will she acquiesce in that superannuated theory, "*Anybody can teach school*?"

With our Normal and public schools properly conducted, we are safe; but abolish these, and our star of hope which has for awhile in proud triumph rode, will like a meteoric blaze go out in eternal night, ignorance and superstition will triumph, and anarchy rule supreme.

Let every advocate of public in-

struction come bravely, nobly and boldly to the front, demonstrating beyond cavil or successful contradiction that we are determined to repulse every assault that may be, by our opponents, levelled against this citadel of our nation's strength, and that we will never give up the contest until, amid the rapturous shouts of an approving populace, we plant the signet of triumph upon the ramparts of success, thereby bequeathing to every noble son and fair daughter of Missouri the inestimable privilege of satiating their thirst at the pure fountain of knowledge.

MARYVILLE, Mo., April, 1876.

EDUCATED VS. NEGLECTED YOUTH.

THAT girls and boys, in their teens, should see and appreciate the influence of early culture upon their riper years is hardly to be expected. Their knowledge of mind is too limited, and their observation of character and society too unphilosophical to reveal to them the causes of the social phenomena which they see. Parents should plan and act with a wise and comprehensive regard to the intellectual well-being of their children. The human mind and heart are a great deep, but a deep where fixed laws reign, laws which, though subtle and intricate, may be understood and made to minister powerfully to our good. No observing man can have failed to notice how empty and destitute of thought are the minds of the mass of the uneducated after they have passed their fiftieth year. Indeed the unschooled and ignorant seldom improve much, even by the attrition of society, after their fortieth year. But, on the other hand, those who stored their minds in youth with valuable knowledge, whose faculties with years of strenuous exertion, exhibit a fresh and green old age; the inner man bright, vigorous and attractive, though the outer man perish day by day. Knowledge and culture in early life take deeper root than in later years. A vigorous and elastic youth spent in wise and diligent study, is a broad, deep and sure foundation for a calm, intelligent and noble manhood, and is the only security against the evils of an imbecile and fruitless old age. An idle, frivolous, uneducated youth will produce mental decrepitude in old age. There is no alternative. While they are still in all the vigor and elasticity of youth the mother sees but little difference between her daughter of but little scholastic culture, and that, superficial, and her neighbor's daughter, whose mind has been thoroughly trained and disciplined, and richly stored with knowledge by long years of linguistic, scientific, mathematical and art studies.

But time causes an early, rapid and wide divergence between them. The former reaches her full intellectual stature in early life; the latter grows in mental power and richness, even down to old age, by the outgrowth of her early acquisitions.

O, that parents were wise—that

they understood the latter end of their children. It is an interesting fact, and susceptible of psychological explanation, that if the early education has been wise and generous, subsequent observation, reading and study take ready and deep root in the mind, as plants do in a deep and fertile soil, while the same truths scarcely take root in a mind neglected in youth, as plants take but feeble and shallow ground. The mind grows by mental pabulum, and the time to store it up in large quantities is the days of youth, while the susceptibilities and memory are most active; and then in after years the powers of original suggestion, mental association and reason will present it in new and living forms to the constant refreshment and growth of the mind. Hence the highest interest and good of every youth, irrespective of future situation or business in life, is the best possible general education and sound discipline in early life. B.

INCREASE OF THE SCHOOL FUND.

OUR readers will remember the quotations made in the January number of this journal from the last report of Gen. John Eaton, United States Commissioner of Education, showing an *increase* in the receipts for school purposes in Missouri of over \$72,000. Teachers, school officers and friends of the system everywhere will we are sure be glad to learn from "official sources" that there is a further *increase* still of \$23,549.73 in the fund to be distributed in 1876 over that for 1875, and furthermore the increase hereafter will be more from year to year from the fact that the State has now a larger amount of six per cent interest bearing bonds in the fund than heretofore, and that since the conversion of the old bonds into State bonds, but a small amount of the interest, comparatively speaking, has accrued.

The State Auditor during the last month transferred from the revenue fund to the State school fund the sum of \$311,000, being one-fourth of the entire revenue for the year ending February 29, 1876, which with the amount of \$158,856.09 of school moneys remaining in the treasury, being the interest collected on the bonds belonging to the fund, makes a total to be distributed for school purposes this year of \$469,856.09.

Let us see to it now that all the legitimate sources of revenue are reached and that the school taxes are promptly and properly collected. Then our teachers can be paid—as they ought to be—at the end of every month, in cash.

THE people of ALBANY, New York, do not propose to take any steps backward this Centennial year in regard to their schools. They heard the reasonings of ecclesiastical dignitaries, political strict constructionists, social alarmists, and educational exclusives, and have replied by build-

ing, at a total expense of \$200,000, a high school house, almost under the shadow of the new capitol.

THIRD CONGRESS OF WOMEN.

ONE of the most valuable of the publications which have come to us the current week, bears the self-explaining title of "Papers Read at the Third Congress of Women." That Congress met at Syracuse in October last. It opens with the address of the President, Professor Maria Mitchell of Vassar College, one of the greatest scientists that ever walked among the stars and translated their literature. It is brief, practical, and ennobling. The Caroline Herschel of America, she is more than the equal of Mary Somerville, who associated on terms of equality with Lord Brougham and the great thinkers of that period. Besides that general paper, are nineteen essays on specific subjects, each appropriate to the gathering, and each showing thorough mastery of the subject in hand. Some are quite short, but in every case does the reader feel that the writer had given exhaustive study to the question discussed. The table of contents (had there been one, and there should have been not only that but an index also), would be as follows, besides the opening address:

Place of Women in Our Public Schools; Ednah D. Cheney, Jamaica Plains, N. Y.

Women in Education; Mary F. Eastman, Tewksbury, Mass.

Marriage and Work; Rev. Antoinette Brown Blackwell, Somerville, N. J.

Statistics of the Woman Ministry; Rev. Phebe A. Hanaford, Jersey City.

Women in Journalism; Mrs. (Jennie June) Croly, N. Y.

Uses of Money; Sarah M. Perkins, Cooperstown, N. Y.

What Practical Measures Will Promote the Financial Independence of Women; Charlotte A. Cleveland, Perry, N. Y.

Ethics and Aesthetics of Dress; Minnie Swayze.

Science for Women; Grace Anna Lewis, Media, Pa.

Organization as Related to Civilization; Anna C. Brackett, N. Y.

Superfluous Women; Mary A. Livermore, Melrose, Mass.

Art Culture; E. R. Coffin.

Art for Women; Kate Newell Doggett, Chicago.

On the Formation of Art Groups; Julia Ward Howe, Boston.

Art as a Medium of Civilization; Grace C. Bibb, St. Louis.

Science in the Kitchen; Mrs. Miller, Geneva, N. Y.

The Struggle and Reconciliation of the Ideal and the Practical in America; Mary Newbury Adams, Dubuque, Iowa.

Relations of Women to Crime and Criminals; Elizabeth B. Chace, Valley Falls, R. I.

Employments Open to Women; S. A. C. Bond, Boston.

It will be observed that the subject

of Woman Suffrage found no place in the Congress. We know that Mrs. Doggett, Mrs. Livermore and Mrs. Adams are advocates of woman's right to the ballot, but that is only one of the many privileges they demand for their sex. The broad culture and judiciousness which characterize these papers constitute a peculiarly strong argument for inviting women to help "us men" conduct the affairs of State. It must be admitted that there are not, in all likelihood, twenty members of the Congress now in session at Washington who could discuss the problems of life as creditably as they are discussed in these papers. Certain it is that Chicago has never had as much occasion to be proud of any speech in the Congress of the United States, made by a representative, as she has to take pride in the paper on "Art for Women," read by one of her voteless citizens in the Congress of Women. This publication lacks only an index table to be exceedingly valuable as a reference volume. It ought to be widely read. It is printed by the Fergus Printing Company, of this city. Whether it is for sale or not is more than we know. The publishing committee consists of Julia Ward Howe of Boston, and Kate N. Doggett and Ellen Mitchell of Chicago.—[Chicago Journal.]

THE FRONT RANK.—The President of the Board of Education in Rochester, New York, in a late address, stated a fact which is as true in every school district in the United States, as in Rochester:

"Good schools cannot be maintained, however much money may be expended, without *good teachers*. As a body, our corps of teachers is equal to any in the country, and they are uniformly devoted and painstaking in the discharge of their important duties. Teaching has come to be regarded, justly, as among the most honorable of the professions, and some of the best talent of the age is now consecrated to it. Our schools are fortunate in having secured some of the best talent in the profession; and so long as the policy shall be maintained of appointing and employing only those who, by education, natural endowment, and enthusiasm in their profession, keep themselves abreast of the times in all that relates to the work of instruction and discipline, so long will our schools occupy the position they now hold, in the *front rank* of the public schools of the country.

Instruction in vocal music has continued with increased facilities during the year under the able supervision of Prof. Andrews, and has so far grown in favor with the patrons of our schools, that I believe its permanent retention in the course of instruction is a fixed fact. In drawing and penmanship gratifying progress has been made. Instruction in industrial or free hand drawing, in at least one department of our schools is now wisely required by law, and the at-

tention of our board you will remember, was called to the subject by the Superintendent in his last report."

BETTER PROSPECTS.—The State Superintendent of Public Instruction in Mississippi says: "The Legislature is composed of gentlemen identified with the State in every way possible, and these gentlemen will correct whatever they may have done improperly. Whatever may have been done wrong in regard to schools will, next session, be made right. You mistake the animus of the Legislature if you suppose that they are unfriendly to the free school system. They will maintain and enlarge it; of this I have full assurance. The complaints about salaries are, to me, a source of much concern. I know, and you know, if you are qualified for your place, that intelligent and efficient local supervision is absolutely necessary, and that such cannot be had at the rate of compensation offered and allowed."

AN IMPROVEMENT.—Hon. Thomas S. Garthright, the new State Superintendent of Public Education in Mississippi urges County Superintendents to submit estimates in July to the Board of Supervisors, and provide for all debts and deficiencies. He says: "You must, in no case, expect to pay off obligations now in force by warrants drawn against the next annual distribution of the Auditor. We hope to be able, after the beginning of the next school year, to *pay off teachers every month*, promptly, in money.

You will observe that the State two mill tax is repealed, but provision is made for any deficiency that may arise, as you can perceive by reading the law.

Contracts made at the beginning of and for the present school year, to close August 31, must be observed, but no new contract should be entered into, contrary to the act approved April 12, 1876."

This will be a great improvement, and we hope the school officers will work together to secure this much desired object.

Will you when writing to advertisers, please say you saw their advertisement in this journal? It will be a mutual benefit so to do.

BOOK NOTICES.

ISHMAEL; OR, IN THE DEPTHS. By Mrs. Emma D. E. N. Southworth. Author of "Fair Play," "The Lost Heiress," "The Discarded Daughter," &c., &c. With a portrait of Mrs. Southworth, engraved on steel, from a photograph taken of her on March 22, 1876, said to be a perfect portrait of the authoress at the present time, with her autograph under it. Bound in Morocco Cloth, full gilt back. Price, \$1 75. For sale by Shorb & Borland.

Ishmael; or, In the Depths, is the name of Mrs. Southworth's work, just published in book form for the first time, by T. B. Peterson & Brothers, Philadelphia, Pa. It has never before been published except in the "New York Ledger," in which paper it was issued many years

since, under the name of "Self-Made; or, Out of the Depths." Mrs. Southworth, in the preface to "Ishmael," says: "This story, in book form, has been called for by thousands, during several years past, but the author has reserved it until 1876, as her contribution to the Centennial; not only because she considers it to be her very best work, but because it is peculiarly a NATIONAL NOVEL, being founded on the life and career of one of the noblest of our countrymen, who really lived, suffered, toiled, and triumphed in this land; one whose inspirations of wisdom and goodness were drawn from the examples of the heroic warriors and statesmen of the Revolution, and who having, by his own energy, risen from the deepest obscurity to the highest fame, became in himself an illustration of the elevating influences of our Republican Institutions. His identity will be recognized by those who were familiar with his early personal history: but for obvious reasons, his real name must be veiled under a fictitious one here. His life is a guiding star to the youth of every land, to show them that there is no depth of human misery from which they may not, by virtue, energy, and perseverance, rise to earthly honors, as well as to eternal glory." It is published in a large duodecimo volume of over seven hundred pages, bound in morocco cloth, gilt back, price \$1 75, and is for sale by all booksellers, or copies of it will be sent to any one, at once, on their remitting the price of it in a letter, to the publishers, T. B. Peterson & Brothers, Philadelphia, Pa.

WHITTIER'S POEMS. Centennial Edition. James R. Osgood & Co., Boston. For sale by Book and News Co.

This Centennial edition of Whittier's Poems includes all the contents of the several volumes Mr. Whittier has hitherto published—Mogg Megone, The Bridal of Pennacook, Songs of Labor, The Chapel of the Hermits, The Panorama, Home Ballads, Snow Bound, The Tent on the Beach, Among the Hills, Miriam, The Pennsylvania Pilgrim, and Hazel Blossoms—a noble catalogue of books full of poetry such as pleases and touches the popular heart. For many years Mr. Whittier has been growing in the regard of Americans, and now he enjoys a degree of popularity almost universal. As one of his critics has well observed:

"What great love has silently grown up all over our country for the man who has used his gift of song so nobly, so faithfully and so marvelously! It has answered every need. It has given faith to the doubting, courage to the timid, hope to the despairing, comfort to the sorrowful, balm to the wounded. It has kept young hearts pure, and filled them with ardor and with gladness."

This Centennial edition of Whittier's Poems comprises three hundred double-column pages, large octavo, handsomely printed, and embellished with numerous illustrations. The publishers, to bring it within the reach of all, have put it at the low price of one dollar.

MRS. G. N. BORDMAN, the editor of the musical department of the "New England Journal of Education," is rendering the schools of the country a very essential service in composing and publishing a series of "Penny Songs for Public Schools."

She is one of the best organists in the country, and having been a teacher for a number of years, she knows just what is wanted by the pupils,

and if we do not greatly misjudge, she has composed just what is needed: She has sent us her "Greeting Song," also "A Parting Song," "A Morning Song," &c., &c. In addition to her stirring and patriotic "Centennial Song," which we wish every child in the country would learn to sing, she has issued a series of "Music Leaves" which consists of the music, the words, directions how to sing it, and a beautiful chromo, making both a "merit card" and a sweet song card.

We most cheerfully commend these "Song Leaves" and these "Penny Songs" to teachers everywhere. They are as appropriate for *Sunday* schools as for day schools, and offered at so low a price that all ought to sing and be happy.

ZELI'S ENCYCLOPEDIA is the only one describing all the cities, towns, and villages in the world; defining all words in use in the English language; giving the pronunciation of all common and proper names; treating on so many as 150,000 subjects; rendering accessible information on every conceivable topic; and the only one to be obtained on small monthly payments. It is now coming from the press to be complete in 64 numbers of 40 pages each, thoroughly revised, with 36 pages of beautifully colored maps, showing all parts of the world. One 50 cent part or more can be mailed regularly to subscribers monthly. Sample number sent for 25 cents. J. W. Marsh, 722 North Fourth Street, St. Louis, is the Western manager. It is pronounced by the newspaper press of America and England as better adapted to the wants of the masses than any other work of reference in existence. It is sold only by subscription, and agents are wanted.

THE committee of award of the Gold Premium offered by the "New England Journal of Education," for the best Centennial Drama for schools, have conferred the honor upon Miss Alice M. Guernsey, a teacher in the State Normal School at Ramolph, Vt. The committee consisted of Col. T. Wentworth Higginson, of Newport, R. I.; William T. Adams (Oliver Optic), and Mrs. M. P. Colburn, of Boston. The drama consists of five acts. Opening scene is a soliloquy of Columbus followed by an introduction of the Muse of History. The closing scenes are (a) The Decoration of the Arch of Triumph, (b) The Coronation of America. Splendid tableaux and fine music are interspersed. The Drama will be issued by the "New England Journal of Education," Boston, Mass. Price 25c.

THE Addresses and Journals of Proceedings of the National Educational Association, session of the year 1875, at Minneapolis, Minn. Published by the Association, Salem, Ohio. Pages 105.

HURD & HOUGHTON, 13 Astor Place, New York, have done a specially good thing for the people of this country, and for those who will this year visit us from other countries.

They have issued three very carefully prepared "Centennial Guides," brim full of just such information as one will need who wishes to travel intelligently and get the most with the least expense and fatigue. The two latter items, we do not hesitate to say—will be considered, whether they are talked much about or not.

These guides have been prepared with great care, and are sold at a low price.

The series consists of "Philadelphia

and the Centennial," 72 pages, "New York and How to See It," 72 pages, and "Washington and How to See It," 72 pp. 35 cents each in cloth; 15 cents each in paper. "Boston to Washington," including all the above, 250 pages, paper, 35 cents; cloth, with fine map of the United States, \$1 00. For sale by booksellers and news dealers generally, or will be forwarded, post paid, by the publishers, as above.

We have received and examined with great care and interest, the four numbers of the series of "Froebel's Kindergarten Occupations," which have been issued by Mr. E. Steiger, 22 Frankfort Street, New York.

We are sure we are doing teachers and parents a special favor by calling their attention to this new, novel and effective way of teaching and training the children. Surely we are coming speedily to some better methods of educating the children, and it is worth while to give Mr. Steiger's series of "Kindergarten Toys," which are put up in a neat box and sold for seventy-five cents, a trial.

Full directions and all necessary instructions are sent with them.

Prof. WESTLAKE'S "How to Write Letters," is a book we wish all our correspondents, numbering some thousands, would read.

It is a book which any and all can consult with profit and advantage.

We believe the author is Professor of English Literature in the State Normal School, Millersville, Pa., and he has given us something more than a "mere catch-penny letter writer."

Hadley Brothers publish a similar work which we have taken occasion to commend again and again, and our teachers would do well to get one or both of these books, and give some specific instruction to their pupils on "How to Write Letters."

This book of Prof. Westlake is specially to be commended for the good sense and good English used in the several formulas given.

The publishers, Sower, Potts & Co., of Philadelphia, have issued the work in the best style of printing and binding, and we hope the book will find its way into the hands of every teacher in the country.

Special Notices.

PLEASE remember not to forget that \$2 50 buys a ladies' finest kid or morocco side-lace shoe at the *Globe Shoe Store*, 805 Franklin avenue. 96

Wabash Fast Line.

Round trip excursion tickets now on sale, good till Sept. 30, to:

Niagara Falls and return.....\$23 50
Detroit and return.....20 00

Put-in-Bay and return.....18 50
Round trip Centennial Tickets at lowest rates.

J. S. LAZARUS,
Gen. Western Agent.

W. L. MALCOLM, Gen. Pass. and Ticket Agent. Ticket office, 104 N. Fourth st.

It Will Pay

If you are going East to call upon, or write to JOHN BENTLEY of the Illinois Central Railroad, St. Louis, for copies of the International Tourist's Guide, and Centennial Book of Routes and Rates. Tickets are now on sale via Northern Routes, going to Philadelphia and New York, and returning via Southern Routes, thus giving the passenger an opportunity of visiting all the large cities and places of interest in the East.

Ticket office 102 North Fourth Street, opposite Planters' House.

THE METER-DIAGRAM, with Metric and English Scales, Tables of Weights and Measures, &c. By A. & T. W. Stanley, New Britain, Conn.

The Metric System is so called from the meter, which is its principal and only arbitrary unit. Congress has authorized the use of the system for computing equivalent values, and the advantages claimed for it over other systems are:

1st. That computations are made by decimals alone.

2d. It is a uniform system, all weights and measures being founded on the meter, and all the tables by ascending tens—hence it gives unity and simplicity in place of the present complexity. It can be used for Measures of Length, Measures of Surface, Measures of Capacity, Weight, &c., &c.

This "Meter-diagram" is gotten up with full explanations, on strong card board, about four inches wide and a little over one yard long, backed with muslin, on which the several cuts of the Centennial buildings are printed, with descriptions of their length, breadth, &c., &c., all coiled and put into a neat box, which can be sent by mail to any address.

Of course it will take some time to familiarize ourselves with the "Denomination and Values," with the "Kilometer," the "Hectometer," &c., &c., but we do not know why these should not be learned easily by new beginners.

At all events, we are in favor of giving this system a fair trial, and Messrs. A. & T. W. Stanley of New Britain, Conn., have done a good thing in giving us in so compact a form, and at so little expense, the whole theory in a nut-shell.

Send to them for a "Meter-Diagram."

Centennial Memorial Certificates for the School Children.

The visitors at the International Exhibition, Philadelphia, will not fail to note one striking feature in Machinery Hall. One of R. Hoe's wonderful presses will there be seen printing from engraved plates, beautiful Memorial Certificates, signed by President Grant, so that visitors may for a trifling sum carry away with them documentary evidence in a durable form, that they have seen the wonders of the Great Exhibition.

As it is not to be expected that all of the thirteen millions of school children of the United States will be able to visit Philadelphia, and as they may wish to preserve some lasting memento of the Celebration of the Centennial Anniversary throughout the country, the Centennial Certificate Bureau at Philadelphia has provided for this want by issuing other certificates for the benefit of the School children and Sunday School scholars.

These documents are elegantly gotten up on parchment paper, with engravings of the Exhibition buildings, portraits of George Washington and President Grant, and beautiful groups of emblematic figures, and are signed by U. S. Grant, President of the United States, J. F. Hartranft, Governor of Pennsylvania, and W. S. Stokely, Mayor of Philadelphia.

The plan of furnishing these certificates to the school children is warmly recommended by leading clergymen and teachers in New York, Pennsylvania, and elsewhere, and as the price is only thirty cts. they are brought within reach of all.

To quote the closing words of these Certificates, which contain in themselves the key to the purpose for which they are issued, "This Certificate is given for transmission in a durable form to the family and descendants of the person therein named, to show that the youth of the country joined in the celebration of this

great event at their respective abodes throughout the Union.

Excursion Tickets East.

The Centennial Year brings with it, not only the grandest exhibition in the history of the world, but so much of good will and fraternity of feeling that commerce itself has become infected with the same spirit. Arrangements have been perfected for furnishing round trip "Excursion Tickets," good for sixty days, so that people can go by one route and return by another—any other, in fact, that inclination, interest, or fancy may dictate.

Send to the nearest railroad ticket office, and ask for a "Centennial Guide," and with your friends select the route you prefer, and secure your tickets. The

INDIANAPOLIS & ST. LOUIS R. R.,

touching at Indianapolis, Cleveland, Buffalo, Niagara Falls, and by the "Erie," with its unrivalled scenery and "broad gauge," to New York—or to Waverly, and from thence direct to the Centennial Grounds in Philadelphia. The

VANDALIA LINE,

Which is under the same splendid management as the "Indianapolis and St. Louis Railroad," takes you to Indianapolis, thence to Pittsburgh, giving one that magnificent day-light ride over the Allegheny Mountains to Harrisburg, and on to Philadelphia direct—the short line. It was over this route, the "Pennsylvania Central," that the "Special Continental Express Train," last week, on the way from New York to San Francisco, in 80 hours, made a continuous run of 444 miles without a stop, thus accomplishing in this centennial year a feat in transportation without parallel or precedent in the history of the world.

The Alleghenies were crossed with a single engine, at a speed of thirty-five miles per hour, with a grade of ninety-six feet per mile. The minimum speed was twenty-five miles, and maximum sixty-two miles per hour, being an average of forty-four miles. The engine and cars were in perfect condition at Pittsburgh, and the same cars were run through to San Francisco.

These "pool lines," the "Indianapolis and St. Louis," or "The Vandalia Line," either of them, will if you choose take you to Indianapolis and Cincinnati, and then via the "Atlantic and Great Western," from Cincinnati to Cleveland and Salamanca, and the "Erie" to New York or Philadelphia.

Under these arrangements you can select one route going and return by another, or you can go and return by the same route. In either case the price of the ticket is the same.

Especial care seems to have been taken to represent in these Centennial Guides those routes offering the greatest attractions of natural scenery, by the most comfortable and superior lines of transit. They include a view of the Alleghenies and Blue Ridge—a look at Baltimore and Washington—a trip on the Hudson River—a sight at Niagara—a ramble at Watkins Glen—a sail on Chautauqua Lake—or a stroll down "on the beach at Long Branch."

These "Excursion Routes," including the Ohio and Mississippi R. R., actually number over one thousand, and give more variety of travel and sight seeing to our people than has ever been offered before for the same amount of money, and as "Centennial Expositions" do not come often, it will be wise for us to make the most of this.

Tourists' Guide to the Centennial.

Never Before — Centennial Business.

In View of the Great Popularity of the Atlantic and Great Western BROAD GAUGE ROUTE.

The New York Central Railroad, the Baltimore and Ohio Railroad, the Pennsylvania Railroad, and the Erie Railroad, have entered into an arrangement to issue tickets East by their lines and for return by the Atlantic and Great Western Railroad, so that passengers can go East by any other line and return by way of the Broad Gauge Route. Passengers going East by Philadelphia, returning by way of New York City and the New York Central Railroad, will take the Atlantic and Great Western Railroad cars at Niagara Falls or Buffalo for Cincinnati and the South and West, by way of Jamestown (Lake Chautauqua), with Pullman's Palace Coaches from Niagara Falls to Cincinnati. By way of the New York Central Railroad and this line passengers can go from Philadelphia to New York, New York to Albany, via day-line boats on the Hudson River; thence by the New York Central Railroad to Niagara Falls (after visiting Saratoga); thence to Jamestown, stopping at Lake Chautauqua, and resuming journey homeward at pleasure. Returning by way of the Erie Railroad, passengers can go to Niagara Falls same as via the New York Central; thence to Lake Chautauqua, and home via this line, or can take the Erie Railroad Broad-gauge Palace Hotel Coaches running through from New York to Cleveland, Chicago and Cincinnati without change (via Salamanca.) Passengers do not have to leave the train between New York and Cleveland, Cincinnati or Chicago, as meals are served in the hotel coaches to suit the convenience of passengers.

Passengers may not only secure tickets East by other lines and return by this route, but can also go East by this line by way of Niagara Falls and the New York Central Railroad, via day-line steamers on Hudson River, or all rail, or by way of Niagara Falls and the Erie Railroad to Philadelphia direct, by way of Elmira and Waverly; or to New York via Salamanca and the Erie Railroad, with Palace Hotel Coaches to New York without change via Salamanca; returning by way of Philadelphia and the Baltimore and Ohio Railroad or the Pennsylvania Railroad.

The Kent House, at Lake Chautauqua, has been greatly improved by a large addition, increasing the size of the dining room so that it will seat five hundred guests at one time, and adding 40 new rooms to the house. This hotel, with the Lake View House, Griffith's Hotel, Whittemore's Hotel, Sherwin House, Garfield House, Chautauqua Lake House, and other first-class hotels, offers accommodations second to no other watering-place in the country, and at rates one-half less.

Excursion tickets to Lake Chautauqua and Niagara Falls, New York and Philadelphia are now on sale at all offices in the United States, reading via the Atlantic and Great Western R. R. Passengers will find it to their advantage to go or return via this line.

Passengers visiting the lake should get off train at Lake View Station, which is within five minutes walk of the hotels. (Buses from station to hotels).

Passengers desiring to make a pleasure trip as well as to visit the Centennial Exhibition, should examine the chart of forms of coupon tickets issued by this line, as they are more varied than those of any other route. All inquiries will be cheerfully answered.

For further information please apply to nearest ticket agent, and ask for tickets by way of the Atlantic and Great Western Railroad.

J. P. HORTON,
General Western Agent, St. Louis, Mo.
W. B. SHATTUC,
General Passenger Agent, Cincinnati, O.

Passengers going to the Centennial Exhibition, and desiring tickets by the Great Broad Gauge Route, should apply at offices of Ohio & Mississippi Railway Company in St. Louis, and at Union Depot. All points named above can be taken in on one ticket. Send for Guide issued by Ohio and Mississippi Railway.

R. O. BRYDON,
General Passenger Agent, St. Louis, Mo.
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National Educational Association.

THE Sixteenth Annual Meeting of the National Educational Association will be held in the Academy of Music, Baltimore, Md., on Monday, Tuesday, and Wednesday, July 10, 11, and 12, 1876.

Papers and Reports will be presented before the General Association and the several Departments as follows:

GENERAL ASSOCIATION.

1. Addresses of Welcome by the Governor of Maryland and the Mayor of Baltimore. Response by the President. Annual Address of the President.
2. The Demands of the New Century upon the American Common School; by Rev. A. D. Mayo, Springfield, Mass.
3. The Normal Schools of the United States—their Past, Present and Future; Richard Edwards, LL.D., late President of the State Normal University, Bloomington, Illinois.
4. The Country School Problem; Prof. Edward Olney of the University of Michigan.
5. The Moral Element in Primary Education; Hon. W. H. Ruffner, State Superintendent of Public Instruction, Richmond, Va.
6. Educational Terminology and School Grades; Duane Doty, Esq., Superintendent Public Schools, Chicago, Illinois.
7. Report on Course of Study from Primary School to University; Wm. T. Harris, Superintendent Public Schools, St. Louis, Mo. Chairman Committee.
8. Report on the School Work of the World as Represented at the Centennial Exposition; Hon. Warren Johnson of Maine, Chairman of Committee.

DEPARTMENT OF HIGHER EDUCATION.

1. Address by President Noah Porter, Yale College.
2. Greek Syntax; Prof. B. L. Gildersleeve, Ph. D., LL.D., John Hopkins University, Baltimore.
3. The Political Economy of Higher Education; Hon. H. A. M. Henderson, State Superintendent Public Instruction, Kentucky.
4. Position of Modern Mathematical Theories in our Higher Courses of Pure Mathematics; Wm. M. Thornton, Adjunct Professor Applied Mathematics, University of Virginia.
5. Position of the Modern Languages in our System of Higher Education; Prof. E. M. Jaynes, Vanderbilt University, Nashville, Tenn.
6. The Systematic Organization of American Education; Dr. John W. Hoyt, Madison, Wis.
7. History of South Carolina College from 1810 to 1860; Prof. W. J. Rives, Washington College, Maryland.
8. Report on Orthoepey; Prof. Sawyer, Lawrence University, Appleton, Wis.

DEPARTMENT OF NORMAL INSTRUCTION.

1. Report on Practice Schools; Miss D. A. Lathrop, City Normal School, Cincinnati, Ohio.
2. Three Important Considerations for our Profession: 1. What is a School? 2. What are its Rights and Duties? 3. Some Consequences from the above; President J. H. Hoose, State Normal School, Cortland, New York.
3. Relations of Normal Schools to Other Schools; President J. Baldwin, State Normal School, Kirkville, Mo.
4. Professional Course of Study for Normal Schools; Prof. John Ogden, Worthington, O.
5. What may Normal Schools do to form Right Habits of Thought and Study in their Pupils; Prof. C. A. Morey, State Normal School, Winona, Minn.
6. Methods of Professional Training in Normal Schools; Principal J. W. Dickinson, Westfield, Mass.

DEPARTMENT OF ELEMENTARY INSTRUCTION.

1. The Kindergarten, with Illustrations; Hon. B. G. Northrop, Secretary State Board of Education, Conn.
2. How shall we train our Primary Teachers; Supt. John Hancock, Dayton, Ohio.
3. Text Books Adapted to our Modern System of Education; James Cruickshank, LL.D., Brooklyn, N. Y.
4. Paper by Miss Minnie Swayze, Trenton, New Jersey.
5. Practical Aspects of Object Teaching; Hon. M. A. Newell, Maryland.
6. Common Sense in Education; Wm. J. Davis, Editor 'Home and School,' Louisville, Ky.
7. Report on Art Education; John Y. Culyer, Brooklyn, N. Y., Chairman Committee.

DEPARTMENT OF INDUSTRIAL EDUCATION.

1. Opening Address; President S. R. Thompson, Nebraska.
2. The Industrial Education of Women; Hon. Ezra S. Carr, State Superintendent of Public Instruction, California.
3. Instruction in Manual Arts in Connection with Scientific Studies; Prof. Manly Miles, Illinois Industrial University.
4. What can be done to secure a Larger Portion of Educated Labor among our Producing and Manufacturing Classes; Prof. Wm. C. Russell, Cornell University, New York.
5. How Far should Industrial Schools engage in the attempt to extend the Limits of Science by Experiment or otherwise; Prof. E. M. Pendleton, University of Georgia.
6. Drawing as an Element of Advanced Industrial Education; C. B. Stetson, Boston, Mass.

N. B.—Authors of Papers and Reports will please bear in mind that *brevity* is the existing rule of the Association.

HOTEL ACCOMMODATIONS.

The following hotels will entertain members of the Association at the reduced rates stated: The Carrollton and Barnum's, \$3 00 per day; the Eutaw, \$2 50 per day; the St. Clair, and Howard House, \$2 00 per day.

RAILWAY FARES.

All efforts to effect reductions on railroads beyond those arranged for visitors to the Centennial have proved unavailing up to this date. Should any change occur in this respect it will be noted in the circular to be issued within ten days from this date.

W. D. HENKLE,
SECRETARY.

WM. F. PHELPS,
PRESIDENT N. E. A.

5 to \$20 per day at home. Samples worth \$1 free. 37-1am-12t Stinson & Co., Portland, Maine.

\$12 a day at home. Agents wanted. Outfit and terms free. 9-4c TRUE & CO., Augusta, Maine.

Harvard University CAMBRIDGE, MASS. Summer Instruction in Science, 1876.

For Teachers and Other Adults.

Courses of instruction will be given as follows:

- I. General Chemistry and Qualitative Analysis, by Mr. Charles F. Mabery.
- II. Quantitative Chemical Analysis, by Mr. H. B. Hodges.
- III. Determinative Mineralogy and Crystallography, by Mr. M. E. Wadsworth.
- IV. Phenogamic Botany, by Asst. Prof. G. L. Goodale.
- V. Cryptogamic Botany, by Asst. Prof. W. G. Farlow.
- VI. Geology, by Prof. N. S. Shaler.

Each course will last six weeks. The first four courses will be given at Cambridge, the fifth at some point on the seashore as yet undetermined, and the sixth at a camp near Cumberland Gap, Kentucky.

A circular which gives full information about these courses may be obtained by applying to the Secretary of Harvard University, Cambridge, Mass., enclosing a stamped envelope. 9-6 9-7

Recent Works by Prof. Henry M. Day

Author of "Art of Discourse," &c.

- I. LOGICAL PRAXIS, a Summary of the Principles of Logical Science. 12mo. Cloth. \$1.
- II. THE SCIENCE OF ÆSTHETICS; or the Nature, Kinds, Laws and Uses of Beauty. 12mo. Illustrated cloth. \$2 25.
- III. THE ELEMENTS OF PSYCHOLOGY. 12mo. Cloth. \$1 50.
- IV. THE SCIENCE OF ETHICS, an Elementary System of Theoretical and Practical Morality. 12mo. Cloth. \$1 75.

Specimen copies sent to teachers for examination, on receipt of half the price. Liberal terms for introduction. Complete educational catalogue sent on application.

G. P. PUTNAM'S SONS,

182 Fifth Avenue, New York.

CENTENNIAL BOOK OF BIOGRAPHY

of the great men of the

First 100 Yrs of our Independence.

The glory of America is her great men. Every body wants to read their lives at this Centennial season. Agents Wanted. Agents selling histories should sell this book also. Everybody buys it. The greatest success of the year. Send for circular. P. W. ZIEGLER & CO., 201 S. Clark St., Chicago, Ill.

Elocution During Centennial.

NATIONAL SCHOOL OF

ELOCUTION AND ORATORY. 1415 Chestnut st., Philadelphia.

For Clergymen, Lawyers, Teachers, Business Men, and all classes of advanced students. Attention to conversation and oratory as well as to vocal culture, reading and recitation. Chartered March, 1875. Grants diplomas. Both sexes admitted. Spring term opened April 24; summer term opens July 3. Send for catalogue.

J. W. SHOEMAKER, A. M., Principal.

9-5 9-7

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Done in the Best Style of the Art and at Reasonable Rates. Orders Solicited. Send for estimates on Catalogues and Pamphlet work before contracting elsewhere. Visiting Cards sent by mail, postpaid, 75 for \$1.00.

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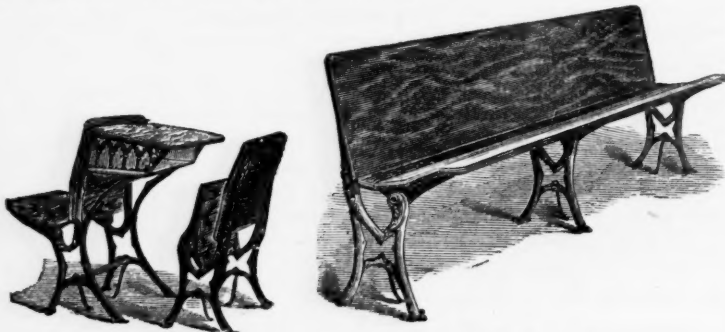
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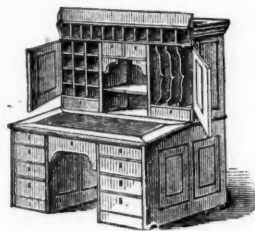
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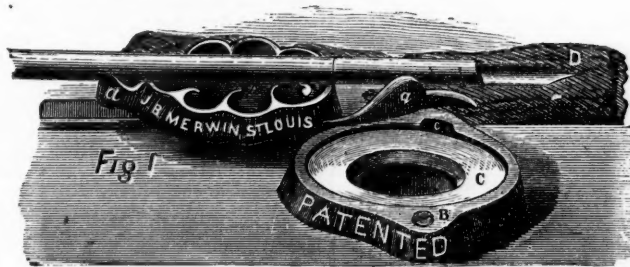
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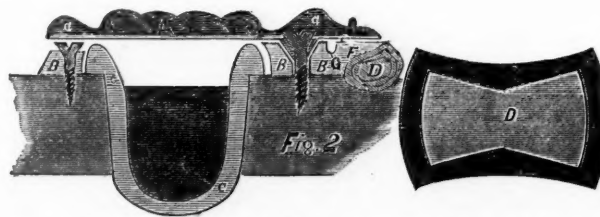
EXPLANATION.

A, Cover; a a, Pen Rack; B, ring with shoulder, which confines the glass; C, glass; c, (Fig. 1), Slot in shoulder allowing the passage of a lip projecting from glass C; D, Pen Wiper; F, Bearing of cover in rear of pivot and head for attaching the Pen Wiper; G, Fastening for Pen Wiper.

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Le Bon Ton	6 12	5 50
La Mode Elegante	6 12	5 50
Literary World	1 50	1 40
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Masonic Jewell	1 50	1 35
Peterson's Magazine	2 00	1 75
Phrenological Journal	3 15	2 50
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